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The method of the investigation is described best in the author's own words.

The data were derived from children's expressed preferences between the members of a pair of samples read to them for comparison, forty such pairs having been constructed from a total list of 31 selections of reading matter. These selections included verse, fictional prose of several types, and factual material, and were selected from a list of approximately 250 samples for their probable high interest value for children of these grades. The results from these expressed preferences were combined in the making of a table of the relative values and ranks of the 31 tested samples in the interests of primary boys and girls respectively.

The samples were then ranked by adult judges for the degree to which they were characterized by the presence or absence of twenty qualities which it seemed likely would affect interest. These qualities were *verse form, style, humor, surprise, plot, liveliness, fancifulness, realism, repetition, imagery, familiar experience, conversation, poeticalness, boyiness, girliness, childness, adultness, moralness, narrativeness, and animalness*, the latter abstract nouns having been coined to express the existence of the characters or qualities which they name. The ranks for each of the samples, as derived from the combined adult judgments, were then correlated with the interest ranks for boys and girls to determine which qualities showed an effect on interest, and whether this effect was favorable or unfavorable. Finally the crude coefficients of correlation which seemed of significance were freed from the irrelevant effects of one or more coexistent qualities by the statistical procedure of partial correlation [pp. 65-66].

The results of the investigation are very significant. "*Surprise, plot, narrativeness, liveliness, conversation, animalness, and moralness* appeared most effective in arousing interest among boys and girls" (pp. 66-67).

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*New reader for the third grade.*—A new series of readers, the avowed purpose of which is to embody the results of educational research and practical school experience, has just released the text for the third grade.<sup>1</sup> It is interesting to note that the authors have formulated a set of objectives in reading which form the goal toward which their book is to lead. Since the formulation of objectives is an important factor in the determination of content and method, the list is reproduced:

1. *Mastery of the mechanics of reading.* The mastery of the mechanics of reading includes (a) rapid and accurate word recognition; (b) the development of skill in different kinds of reading, as careful reading, cursory reading, and reading for the purposes of consultation; and (c) the enlargement of the reading vocabulary so as to cover the requirements of all kinds of reading matter.

2. *Ability to comprehend and interpret.* Ability in comprehension and interpretation of reading matter includes the ability (a) to understand and assimilate rapidly and accurately the content of what is read; (b) to analyze what is read; (c) to select the points of importance and interest in reading matter; (d) to assume the author's

<sup>1</sup> ISOBEL DAVIDSON and CHARLES J. ANDERSON, *The Lincoln Readers, Third Reader*. New York: Laurel Book Co., 1922. Pp. xvi+272.

point of view; and (e) to organize, retain, and apply the content of selections read to situations other than those presented in the matter read.

3. *The development of general culture.* The development of general culture includes (a) the cultivation of ability to enjoy what is read; (b) training in the further pursuance of thoughts presented or suggested by selections read; (c) an acquaintance with a wide variety of literature; and (d) practice in dealing with problems which arise from reading [p. vi].

As means for reaching these objectives the text provides, first, a number of selections of simple material where the emphasis is placed upon rapid and accurate reading; second, a series of exercises the purpose of which is to test comprehension and interpretation as well as the ability to organize, apply, and reproduce; and third, a careful choice of material which will serve to produce both enjoyment and general culture. An attempt has also been made to provide a schedule for the use of the various selections based upon a plan of seasonal projects. This particular scheme seems forced and hardly in keeping with the spirit of the rest of the book.

The general selection and the organization of material are good. As a whole, the objectives of the author have been well met.

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*Beginning reader.*—Although it is becoming common practice for first grades to use a number of primers instead of depending on a single book, it is none the less important that the various texts chosen rank high in quality. Among the better books of this class is a new primer<sup>1</sup> by Smedley and Olsen.

This book gives evidence of having been formulated in the light of the results of scientific reading investigations. It possesses a number of meritorious qualities. The selection of materials is excellent throughout. It begins with simple conversation, based upon accompanying pictures, of a type which fits well the capacity and interest of the children. New words are introduced gradually, and ample opportunity is provided for word drill through the reappearance of the same words. A number of the classic primer stories are included, with a considerable amount of new and varied material interspersed between. Approximately five hundred and fifty new words are introduced throughout the book, the words selected being closely related to the child's vocabulary. The type and illustrations are excellent. The pages are not crowded, and the phrasing is given careful consideration.

Judged by the modern view of reading, this primer ranks high. It deserves a wide use in the schools.

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*Teaching manners in school.*—The most vital type of subject-matter is the kind which grows out of the interest of the pupils themselves. An example of this is furnished by the South Philadelphia High School for Girls, where the

<sup>1</sup> EVA A. SMEDLEY and MARTHA C. OLSEN, *The Complete Primer*. Chicago: Hall & McCreary Co., 1922. Pp. 128. \$0.72.